Education

Statement of Request for Results

Team Members

Members: Sheila Umberger, Libraries
Michele Vineyard, Human Resources
Amelia Merchant, Management & Budget
Acquenatta Jackson-Harris, Management & Budget

Priority Statement

Foster an environment for lifelong learning which encompasses cradle to career and beyond through shared services and community involvement.

Summary of Priority

The Education Priority Team developed a strategy map to address the factors that affect education over the course of an individual's lifetime. Learning begins before the child enters formal learning programs and continues through post-secondary education and other adult learning opportunities. In order to develop successful students and to support a productive and educated citizenry, our City government, families, and the community-at-large must commit resources, financial and otherwise, to support education from pre-school through adulthood. To address the priority statement, the team created a map around three primary factors: Early Learning/School Readiness, Support of K-12 Educational Programs, and Adult Learning.

Early Learning/School Readiness

We are committed to success for all the children of Roanoke. In order to prepare students for success in learning, it is important to establish a firm foundation during the pre-school years. The support of a stable home life with parents or guardians who have knowledge and skills that enable them to raise healthy, inquisitive children is one part of that foundation. An adequate supply of quality, affordable daycare and early learning programs is another essential part of the foundation. The outcomes that will result in addressing this causal factor include:
1. Children ready for school/formal learning
It is crucial that the Federal Government, the Commonwealth, and the local community support early childhood education programs serving preschool-

age children so that they may attain the fundamental knowledge and skills necessary for optimal development in formal schooling and beyond. It is essential that preschool-age children have the instruction, experiences, and environment needed in order to continue learning in more structured settings. It is important that departments work with community organizations to provide the necessary framework for children to succeed.

2. Families and community value and support learning
   Families and members of the community will be exposed to various educational programs that support their children's early learning experiences. Local government will partner with the community to offer experiences for parents and guardians to gain a clear knowledge of their role in their children's preparedness for formal learning. These programs will help families and communities nurture and teach children to be open to and interested in learning.

Support of K-12 Educational Programs

K-12 educational programs, such as the City's public schools, private schools, and home-schooled efforts seek to provide formally structured learning designed to give students the tools they will need to be successful in the next stage of their lives following graduation. The support of their families is just as important during these challenging years as students transition from childhood to young adulthood. Also, there are programs offered by other City departments, outside organizations, and the community in general that can supply additional training and mentoring for our young people. All of these groups working together can prepare our students to succeed. The outcomes that will result in successfully addressing this causal factor include:

1. Successful students
   We have high expectations for all students, and we are invested in their success. Successful students graduate with content knowledge, technical skills, and habits of mind that allow them to move to the post-secondary option of their choice, regardless of their income, ethnicity, disability, or other challenges. The mission of Roanoke City Public Schools' K-12 educational programs is to graduate students who are prepared for life in a rapidly changing world. We expect that other formal education programs have similar goals. Fully state accredited public schools where students meet federal guidelines provide excellent learning opportunities. Schools must be safe places where all students are engaged and challenged by state-of-the-art learning experiences. These state-of-the-art learning experiences are delivered through programs, activities, and opportunities for students that will include advanced academic programs, experiences in the arts, enriching co-curricular and athletic activities, and strong career and technical education programs.

 2. Families and community value and support learning
    Families and community entities that value K-12 educational learning will be actively engaged in all aspects of the student's education. Programs that strengthen and encourage a family's ability and desire to support their

child's learning will result in the child's educational success and greater interest in formal schooling. A range of programs and opportunities will be needed to support the unique needs of a diverse population.

Adult Learning

Learning does not stop after K-12 education. Community colleges, four-year colleges and universities, technical schools and certification programs provide another level of academics and training that can further develop an educated citizenry and a better-prepared workforce to support our Valley's current businesses and serve as an incentive to entice new ones to our area. City departments, outside organizations, regional and state entities, and the community can provide resources to support formal learning as well as offer opportunities for personal growth and lifelong learning in areas of interest. Adult learners also require family support as they balance the demands of family, employment, and financial commitment in order to obtain an advanced degree, a certification or license to increase or improve job skills, or simply to enhance personal learning. The outcomes that support this causal factor include:

1. A productive and educated citizenry
    It is essential that the citizens of Roanoke be provided with the opportunities necessary to be productive members of the community. Productive citizens increase the livability of a community through regular employment and committed volunteerism. An educated citizenry will provide the basis needed for the community to be productive. Key to this outcome is opportunities for obtaining the needed degrees, diplomas, certificates and licenses required for a productive work force.

2. A skilled workforce
    Workforce development programs and initiatives enhance the economic well-being of the area by improving the skills and abilities of citizens and employees. By leveraging training resources and opportunities, the skills of the Valley's workers are improved; therefore, allowing industries to grow and attracting other businesses to the area. Other products of a skilled workforce include increased competitiveness and employee retention in the region.

3. Lifelong learning opportunities
    Lifelong learning refers to a vision that one has for constant personal growth and enrichment. Learning opportunities should be available to all adults in our community on an ongoing basis. Lifelong learning means that people have opportunities for individual learning pathways, suitable to their needs and interests. Lifelong learning encompasses structured learning such as classes and training as well as cultural activities, hobbies, and opportunities for fun new leisure activities.

4. Families and community value and support learning

   Key to this outcome are community and family support of programs and resources which foster an environment for adults to obtain degrees and certificates, expand upon their job skills, or just to continue their personal learning. A range of programs and opportunities will be needed to support the unique needs of a diverse population. An educated citizenry is better able to support family and community.

Indicators

Indicator 1: Phonological Awareness Literacy Screenings (PALS) scores

Measure 1:   Increase in % of children who meet PALS benchmarks

Definition: Early literacy screening is the key to providing effective literacy instruction and preventing future reading difficulties. The Phonological Awareness Literacy Screening (PALS) is a state-approved screening and diagnostic tool for measuring young children's knowledge of important literacy fundamentals that predict future reading success. The tool identifies students who are below grade-level expectations in certain areas and may require additional reading instruction.

PALS consists of three instruments, PALS-PreK (for preschool students), PALS-K (for kindergartners) and PALS 1-3 (for students in Grades 1-3) and involves un-timed and developmentally appropriate tasks for students at each grade level. The PALS instrument enables educators to identify struggling readers and, based on information from the screening, to plan appropriate instruction to meet the individual student's needs. All students not meeting the benchmark score for their grade level receive additional reading services beyond the regular classroom instruction.

Information regarding PALS benchmarks may be obtained through the Roanoke City Public Schools, Office of Research, Testing and Evaluation.

Indicator 2: Schools meet state & federal standards (Accreditation & Federal AMO)

Measure 1:   All schools are accredited by the State

Definition: The Standards for Accrediting Public Schools in Virginia (8 VAC 20-131) are designed to ensure that an effective educational program is established and maintained in each of Virginia's public schools. These standards provide an essential foundation for K-12 educational programs for all students, encourage continuous evaluation and improvement for the purpose of raising student achievement and establish a means of determining school effectiveness. The Commonwealth sets rigorous academic standards, known as the Standards of Learning (SOL), and measures achievement through annual SOL tests and alternative and alternate assessments in English, mathematics, science, and history/social science.

A school's accreditation rating reflects overall student achievement on the annual SOL tests. Schools in compliance with the regulated standards and in which students meet or exceed the benchmarks set by the state for the SOL tests are rated as Fully Accredited. "All schools will achieve and maintain accreditation based on Virginia's Standards of Learning (SOL) tests" is identified as a performance measurement by the Roanoke City Public Schools in its strategic plan.

Information regarding each school's accreditation may be obtained through the Roanoke City Public Schools' Office of Research, Testing and Evaluation or on the Virginia Department of Education website:
http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml

Measure 2: All schools meet Federal Annual Measurable Objectives (FAMO)

Definition: The No Child Left Behind (NCLB) federal legislation requires states to set annual measurable objectives of proficiency in reading and mathematics, participation in testing, and graduation. These objectives are in addition to the high standards for learning and achievement required under Virginia's Standards of Learning (SOL) program. Schools that meet federal accountability under the federal education law are considered to have met annual measurable objectives by improving proficiency of all students in reading, mathematics and (for high schools) graduation. All measures include nine different subgroups of students defined by the federal guidelines.

NCLB requires annual testing in grades 3 – 8 and at least once in high school to measure student progress in reading and mathematics. For an elementary or middle school in Virginia to meet federal accountability, it must meet or exceed 36 benchmarks required by NCLB for participation in statewide testing and achievement in reading and mathematics. For a Virginia high school to meet federal accountability, it must meet or exceed 45 benchmarks required by legislation for participation in testing, achievement in reading and mathematics, and graduation. An improvement plan is required when a school does not meet all federal annual measurable objectives.

Information regarding a school's progress toward making and sustaining these objectives may be obtained through the Roanoke City Public Schools' Office of Research, Testing and Evaluation or on the Virginia Department of Education website:
http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml

Indicator 3: Graduation rates

Measure 1:   Increase in graduation rates

Definition: While Virginia recognizes three slightly different calculations to report cohort graduation rate (On-Time Graduation Rate – OGR, Federal Graduation Indicator – FGI, and Graduation Completion Index – GCI), the Virginia On-Time Graduation Rate is the Commonwealth's official graduation

rate. It is based on four years of longitudinal student-level data in Virginia's Educational Information Management System. On-time graduates are graduates who earn diplomas within four years of the first time they entered the ninth grade. The Virginia On-Time Graduation Rate takes into consideration student mobility, changes in student enrollment, policy and instructional practices such as ninth-grade retention. The new formula also recognizes that some students with disabilities and limited English proficient (LEP) students are allowed more than the standard four years to earn a diploma and are still counted as 'on-time' graduates. The Virginia On-Time Graduation Rate is reported annually for schools and school divisions.

Information regarding the annual graduation rate in Roanoke City Public Schools may be obtained through the Roanoke City Public Schools' Office of Research, Testing and Evaluation or on the Virginia Department of Education website:
http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/index.shtml

Indicator 4: Student learning opportunities

Measure 1: Increase in number of participants in advanced academic programs (Advanced Placement or college dual enrollment classes), arts programs, career and technical education classes, and co-curricular clubs and athletic teams.

Definition: A well-rounded curriculum assists students to develop skills in critical thinking, creativity, research, and use of technology. An excellent educational program provides students with opportunities for arts and athletics. Rigorous academic and technical programs challenge students and support them as they strive to earn advanced diplomas and technical and industry certifications. A variety of learning opportunities and experiences are required to meet the needs of a diverse student population.

Indicator 5: Adult learning opportunities

Measure 1: Increase in number of participants in adult learning programs

Definition: Lifelong learning is the lifelong, voluntary and self-motivated pursuit of knowledge and a holistic approach to learning that includes, but extends beyond, what occurs in the classroom. It is a philosophy that involves the development of knowledge, skills and values throughout all stages of a person's life – from early childhood through adulthood. It also recognizes that learning is not just an intellectual process, but one that permeates all aspects of an individual's life, including their role in the community, performance in the workplace, personal development, and physical well-being.

Lifelong learning may involve the development of knowledge and skills such as literacy, critical thinking, computer training, managerial training, workforce development, apprenticeships, service to others, social and interpersonal skills, an appreciation for diversity, personal development, creativity, reading, art,

music, sports and recreation, educational travel, nature, handicrafts, etc. A community of lifelong learners is an educated community, committed to active citizenship, continued growth and intellectual stimulation, and more fulfilling and enriched lives.

Measure 2: The number of participants who are involved in programs that support post-secondary education

Definition: College and career readiness is an essential measure of educational excellence at the K-12 level. In an increasingly competitive, diverse and technology-driven world, simply earning a high school diploma alone is not enough. Too often, high school students graduate to find out that what they learned in high school has not truly prepared them for college courses or careers. It is the goal of the City of Roanoke to collaborate with Roanoke City Public Schools and the community to prepare graduates for life after high school and to support the pursuit of post-secondary educational opportunities.

It is equally important that programs in the community provide access to basic, advanced and continuing education, literacy instruction and workforce development for adults. The National Advisory Council on Continuing Education reports that over twenty-three million adults participate in continuing education annually. The community's commitment to post-secondary learning and continuing education for our adults is crucial to the City's economy. As a result, the City desires to improve continuing education to retain a more skilled and educated workforce, to forge opportunities for adult skills improvement and career advancement, and to ultimately enhance the quality of life of our citizens.

Purchasing Strategies

Our team will purchase offers that:

1. Address multiple causal factors and/or outcomes
2. Offer collaborative solutions where appropriate
3. Develop and strengthen relationships between students and their families and the community
4. Exhibit data driven decision making using internal and external data
5. Demonstrate success based on research, proven results, and accountability
6. Impact the greatest needs by utilizing resources in creative and cost-effective ways
7. Meet or exceed previous years' results
8. Align with the strategic focus areas of the Roanoke City Public Schools, when appropriate.

Statement of Request for Results

We are seeking offers that best deliver results from educational programs and services that foster an environment for lifelong learning – cradle to college and beyond - through shared services and community involvement. The City of

Roanoke has a long-standing commitment to education and is stepping up to the challenge of providing performance-based educational programs and learning opportunities for our citizens. The City plays an important role in conducting not only its own educational activities and programs but also in supporting the strategic focus areas of the Roanoke City Public Schools and other educational entities. In addition to providing funds for Roanoke City Public Schools, the City of Roanoke budget allocates funds to support education through other programs or activities. We are seeking offers that produce a variety of sustainable and results-oriented early learning and school readiness programs, programs that support the priorities identified for K-12 educational programs, and post-secondary and lifelong learning opportunities.

Special consideration may be given to offers that promote partnerships and collaboration and innovations that leverage existing resources and information.

(Early Learning/School Readiness) - We are seeking offers that promote and enhance early learning and school readiness.

Specifically offers that:
- Support affordable, high quality early childhood programs.
- Provide learning programs for pre-school aged children.
- Increase enrollment of at-risk four year olds in the Virginia Pre-School Initiative.
- Offer professional development for child care providers.
- Provide parent education and family support programs from birth to school entry.
- Establish programs that create positive relationships between children and adults.
- Develop and strengthen relationships with families and guardians.
- Support programs that train and mentor family members to support healthy child development.

(Support of K-12 Educational Programs) – We are seeking offers that support K-12 educational programs.

Specifically offers that:
- Strengthen reading at grade level by the third grade.
- Provide affordable before- and/or after-school programs for school aged children and adolescents that provide increased learning time.
- Provide summer educational programs for school aged children and adolescents.
- Assist school-aged children and adolescents in the use of technology/computers to develop knowledge and skills in such areas as reading, writing, mathematics, research, foreign languages, critical thinking and creativity.
- Offer multiple pathways for students to earn high school diplomas.
- Create programs which serve the needs of over-aged, under-credited students who are not on track to graduate.
- Assist with preparing students for college/career success.

- Provide for the unique learning challenges of special populations, including students with limited English proficiency, students with special needs, and/or low-performing students.
- Support the increase of graduates with advanced diplomas and technical and industry certifications.
- Support programs that train and mentor family members to support student learning.
- Create programs that address behavior and conduct.
- Provide or support programs to prevent truancy and reduce bullying and harassment.
- Provide students with opportunities to participate in enhanced arts, athletics, recreational, and other learning activities.
- Produce programs that create positive relationships between children and adults.
- Provide family access to transportation for educational opportunities.
- Address barriers to student achievement.
- Develop and strengthen relationships with families and guardians.
- Collaborate with businesses, non-profit organizations, and community and faith-based organizations to provide better prepared students.
- Provide opportunities and internships for students in career and technical fields.
- Establish programs to encourage a spirit of volunteerism and community service in our students.

(Adult Learning) – We are seeking offers that support college and career readiness, post-secondary education and lifelong learning opportunities.

Specifically offers that:
- Develop partnerships with community colleges and community educational programs that support post-secondary education.
- Enhance employment opportunities and training to improve job skills and readiness.
- Provide career and technical education and continuing education opportunities for young adults and adults.
- Advance the opportunities for family members to participate in literacy programs, including programs for limited English proficiency.
- Assist adults in the use of current technology, including computers.
- Enhance family awareness of, access to, and use of a range of services that support education.
- Support programs that train and mentor family members to support lifelong learning.
- Provide lifelong learning opportunities that enhance intellectual, physical, social, and emotional development.
- Develop and strengthen relationships with families and guardians.
- Support programs that are responsive to workforce needs in the community.
- Establish programs to encourage a spirit of volunteerism and community service in our citizens.